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ABSTRACT

In order to be effective, management concepts must be taught to all members of the management team. Team members must learn that they are truly interdependent and must develop a strong interrelationship based on mutual respect for each other's expertise and point of view. Team management is beginning to develop when each member displays complete participation and involvement. Team members must be taught various styles of management, and each member should develop a model style to emulate. The Blake and Mouton Management Grid can be an effective tool for referring to various management styles. Once a management team has been developed, it should evaluate school programs and attempt to close the gap between what a school is and what it should be. Members of an effective administrative team will work collectively to help all individuals within the school to be productive. (Author/JG)

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THE NATIONAL ASSOCIATION
OF
SECONDARY SCHOOL PRINCIPALS

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BUILDING THE ADMINISTRATIVE TEAM

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EA 006 816

I. TEAM MANAGEMENT

- A. Must be Taught
- B. Strong Interrelationship and Interdependence
- C. Concern for People Relates to Productivity
- D. Involves:
 - 1. Complete participation and involvement
 - 2. Creativity
 - 3. Possible conflict
 - 4. Input for eventual decisions which each team member owns
 - 5. Self-study inservice to understand and improve "style of management"
 - 6. Study of each style and its effect on team
 - 7. Contributions expected on any subject from any member of team
 - 8. In problem solving:
 - a. Look for facts, not culprits
 - b. Gather information openly
 - c. Separate facts from feeling
 - d. Get commonly agreed upon solutions when possible through communication

- e. Channel hostility to constructive ends
- f. Basic operations of management:
 - (1) Sets goals
 - (2) Organizes
 - (3) Motivates staff
 - (4) Evaluates
 - (5) Communicates formally and informally
 - (6) Develops people (including himself)

Note: Together these operations result in the integration of resources into a viable growing secondary school.

II. DEPARTMENT CHAIRMEN

- A. Work as A Team with Principal
- B. Assist in Decision Making where Relevant and Possible
- C. Take Responsibility for Educating Principal to Needs, Concerns, and Problems
- D. Develop Potential of Department, Staff, and Students
 - 1. Management effectiveness
 - 2. Instruction effectiveness

3. Cost effectiveness
4. Focus on performance as related to potential
5. Give feedback on performance
6. Show consequences of inferior performance
7. Work with strengths or healthy side of individuals

III. MANAGING FOR PERFORMANCE

- A. Define - What is the School and What Should It Be?
- B. Develop Goals Accordingly
- C. Develop Objectives to Implement Goals and Priorities
- D. Select Standards of Accomplishment and Performance
- E. Define Minimum Acceptable Results
- F. Set Deadlines
- G. Be Accountable for Results

IV. MANAGEMENT - RESULTS WHEN EFFECTIVE

- A. Perpetuates Goals of the School
- B. Makes All Individuals Within the School Productive

- C. Reflects Community (Relates as Well)
- D. Considers the School - Present and Future
- E. Evaluates and Develops Resources
 - 1. Facilities
 - 2. Equipment
 - 3. Teaching performance
 - 4. Curriculum innovation and evaluation
 - 5. Students

ABSTRACT

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

ADDRESS ON

"BUILDING THE ADMINISTRATIVE TEAM"

In order to develop the concept of a building administrative team, you, as chief executive officer for your building, must make a commitment. More than that, perhaps you should take and accept the following oath:

I believe in the concept of a building administrative team.

I understand it may be difficult to develop and time-consuming.

I understand its success or failure will depend upon my ability to communicate effectively as well as my ability to teach by example humanness and show at all times a sincere interest in every individual in my school.

I must be willing to expand my definition of my educational program from that which formally takes place in the classroom to that which takes place in homerooms, in pep assemblies, on the athletic fields and gymnasiums, at concerts and plays, within the cafeteria, within the offices of my counselors, deans, and principals, as well as within the classrooms.

I understand that by developing the concept of a building administrative team not only will I be decentralizing the decision-making process, but I will find that the concept of teamwork will extend into all operations of the building:

Academic departments
Cafeteria and building management
Interscholastic programs and
Extra-curricular activities

Finally, I believe in giving the members of my administrative team respect and responsibility and will hold them accountable as they function as members of the building administrative team.

Some of you may already be prepared to take this oath while others of you may need additional information.

I am principal of Maine Township High School West, located in Des Plaines, Illinois, about twenty-five miles northwest of Chicago. We are privileged to have about 3300 students enrolled in grades nine through twelve.

In addition we have fourteen department chairmen, a food service director, a head custodian, three deans, and two assistant principals.

All of these individuals comprise the Maine West management team.

Let's take a closer look at the concept of team management:

1. Management concepts must be taught. Consider inviting the members of your management team to an administrative seminar outside of school, possibly in a local restaurant banquet room from 8:00 A.M. to 4:00 P.M. Serve them good food, be a warm hospitable host, stimulate their thinking about the variables of team management, and you will have taken one of the first steps to implementing team management.

2. Teach your team members that they are truly interdependent and that as a result, mutual respect for each other's expertise and point of view, as well as a strong interrelationship should exist.

3. Concern for people relates to productivity; therefore, teach the importance of humanness and stress the necessity for each member of your team to develop a sincere interest in those with whom he works.

You may wish to refer to the Western Electric experiment of 1926 at which time company officials attempted to increase productivity by manipulating variables they assumed affected productivity such as background music, coffee breaks, improved lighting, improved ventilation, and finally salary raises. The result of this study showed that none of these variables significantly increased productivity. Instead Western Electric discovered that productivity increases in direct proportion to the warmth and sincerity of their supervisors. People are more productive when they work for, not in spite of, leaders whether they be industrial or educational leaders. This experiment underscores the humanness factor and its significance as it relates to productivity.

4. You will know when team management is beginning to develop in your school when you begin to observe complete participation and involvement on the part of each member of the team.

5. With complete participation you will find your team more creative and imaginative. The reason -- fresh insight and new points of view result from the interaction of the members of your team. The historical perspective which locks in the thinking of some managers can be destructive to a growing and developing secondary school unless such a perspective is used as a benchmark or for background information. Because of team management you will seldom hear an administrator say, "We cannot do this because we have never done this before."

6. Be prepared to accept positive constructive conflict and do not be afraid of it. Conflict may result from broader input and diverse thinking. At times creativity in itself can cause conflict in the more traditionally oriented members of your team. The key is to keep conflict positive and constructive.

7. I sincerely believe that individuals affected by a management decision should bring input into that decision. The result of that input is, quite naturally, a feeling of ownership in the decision reached. In team management you will seldom, if ever, have an administrator leave a meeting and say, "The principal said no." Instead your administrators will more likely say, "The team thoroughly reviewed the matter and we decided....."

8. Teach your administrative team members various styles of management and develop a model style of management for each member to emulate.

I like to use the Blake and Mouton Management Grid as an effective tool when referring to various styles of management. The Nine, Nine style of management developed by Blake and Mouton was determined as the best style for

the Maine West team to emulate. This was a team decision; notice how the Nine, Nine style links to the relationship described earlier between humanness and productivity. It has been interesting for me to watch the members of the Maine West team grow and develop as they strive to identify with the Nine, Nine model.

The members of your team will find it interesting to evaluate less effective styles of management and their effects on the management team such as (1) the dogmatic, rigid, and aggressive manager or (2) the manager who has decided that any decision is acceptable as long as he maintains the affection of others. These are the extremes as demonstrated by the management grid and both can quickly be proved to be non-productive and detrimental to team management.

9. Throughout my talk I have stressed the need for humanness. With this in mind let us examine the management team as it undertakes the task of problem solving: Ask your team to look for facts, not culprits. The "Who did it?" approach to problem solving is comparable to a "witch hunt." Stress the need for facts and gather information as openly as possible. Take the mystery out of management and your managers will be less threatening. Teach your administrators to separate facts from feelings and request that administrators share facts with each other without coloration and distortion. By minimizing hostility your team can arrive at solutions to problems which are constructive, positive, and beneficial.

10. The basic operations of your team management should include developing school-wide goals, helping to keep your school well organized and managed, motivating staff members and students, evaluating performance and programs, communicating both formally and informally with staff, students, and members of the community, and developing people. Incidentally as your managers help others to grow and develop, they themselves grow and develop. Together

these basic operations result in the integration of resources into a viable, growing secondary school.

11. In summary, in team management each member:

- a. works as a team with the principal;
- b. assists in the decision-making process;
- c. takes responsibility for educating each other including the principal to needs, concerns, and problems;
- d. develops the potential of people and programs through management, instruction, and cost effectiveness;
- e. focuses on performance as it relates to potential;
- f. gives and receives feedback on performance;
- g. shows consequences of inferior performance;
- h. helps people to strengthen their strengths and expect weaknesses to begin to diminish as a result.

12. Your team should evaluate programs and performance and attempt to study and eventually close the differential between what your school is and what your school should be. Develop goals in accordance with your needs and objectives in order to assist you in implementing these goals. Your team should select standards of accomplishment and performance, define minimum acceptable results, and set deadlines for the attainment of these results. Hold the members of your team accountable for results.

13. After you develop a school administrative team, you and your team members will collectively help all individuals within the school to be productive. Reflect the needs of the community you serve, and evaluate and develop your resources, namely: facilities, equipment, programs, teaching performance, and curriculum innovation and evaluation.

14. Most important the beneficiaries of administrative teamwork will be the young people who attend your school today and in the future.